**Curricular Assessment-Draft**

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| **The student will do:** | **Examples** |
| Discuss in small groups what the culture of their school is. | The students would discuss: The cafeteria, school flag, sports/drama teams, school colors, mascot, etc… |
| Students (in small group, 4-5 people) write about their cultural element, following prompting questions | (Ex: Lunch) What do you like about it (pizza), What do you dislike (peas), What makes it special (sit with friends), When does it happen (every day), Where does it happen (lunch room) |
| Students (in small group, 4-5 people) create lyrics for their own class folk song based on the discussions they had in their group. | Each group creates a four line verse with second and fourth line rhyming.      Mr. Crick, he is our lunch man,     He laughs when he serves us peas,     But everybody knows how to ask for extra food,     By saying, “Mr, Crick, pretty, pretty please?” |
| Students will choose an instrument that should be in the song from choices based on traditional folk instruments. | student example: Instrument chosen, Banjo |
| Students will present their verse and chosen instrument to the class and explain how the verse correlates to their school culture and why it is relevant to their lives. | “We chose to talk about getting extra food, because it is part of our school culture that if you ask really, really nicely for extra food, Mr. Crick will give it to you with a big smile and we chose the banjo to represent us because our verse is telling a story like a lot of the Appalachian folk music did and Mr. Crick is from Tennessee. |
| Students will perform the song for an up-coming school assembly and teach it to the school. | See the teacher example |